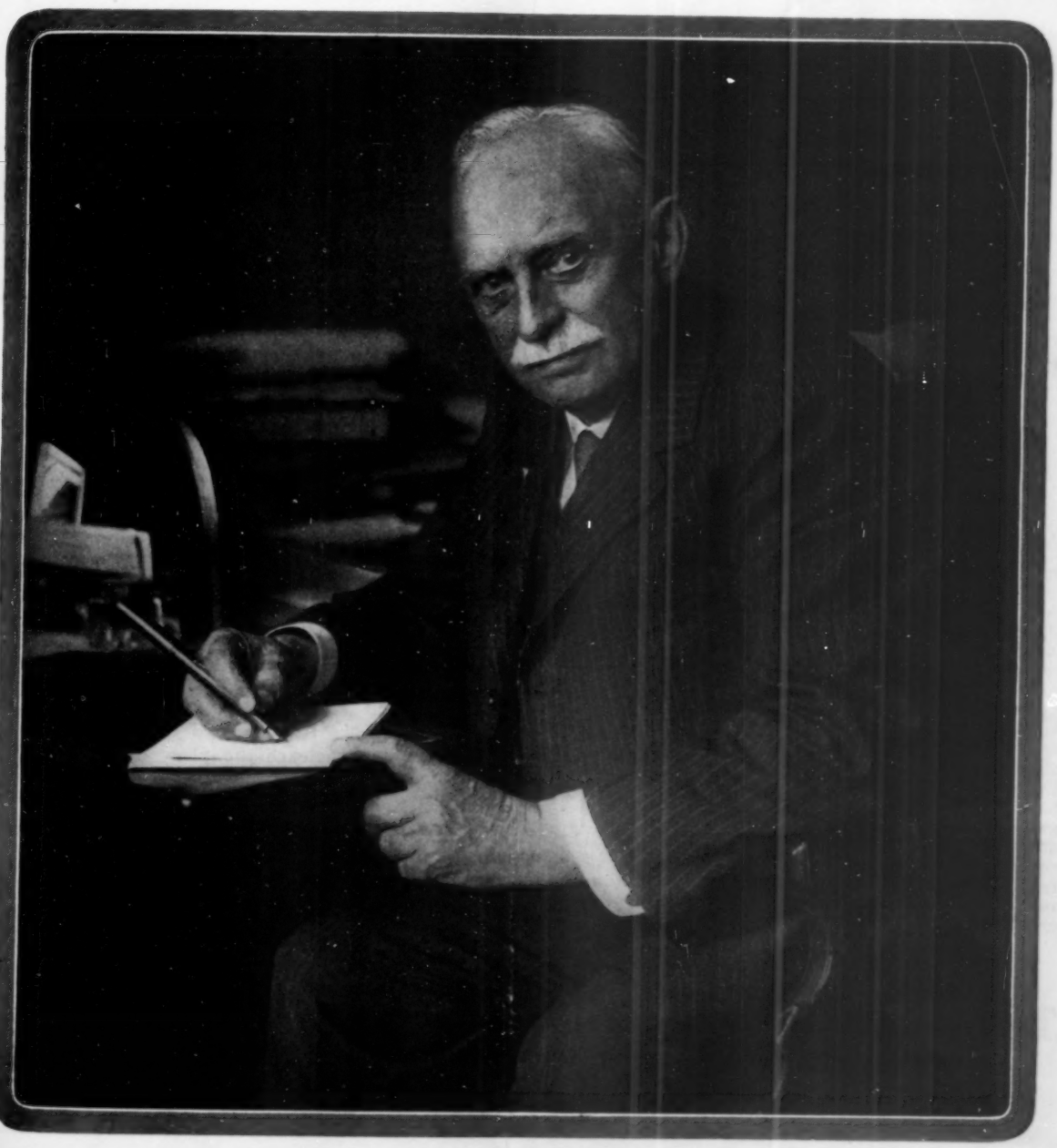
PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

MAR 7 - 1933

WINSHIP MEMORIAL NUMBER MARCH 6, 1933

JOURNAL OF EDUCATION



1845 1933

BOSTON [VOL. CXVI, No. 5] 20 CENTS

A PUPIL-ACTIVITY PROGRAM

that meets modern tendencies in education and makes possible better teaching.

STUDY-PERIOD EXERCISES

For Developing Reading Skills

by Elma A. Neal and Inez Foster

MUCH has been said about developing reading skills. Here for the first time is material that may be used with any series of readers. It is so organized that the mere working out of the exercises gives practice in all of the important reading skills.
This material is an extension of the well-known STUDY-PERIOD PROJECTS by Elda L. Merton for Grades 1, 2 and 3.

The interesting and complete facts are available. Just address Dept. D . . . and please state your position.

LAIDLAW BROTHERS

320 East 21st St. Chicago
36 West 24th St. New York
133 First St. San Francisco

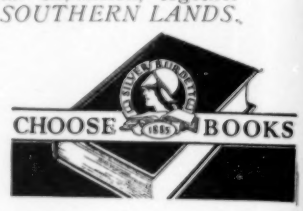
The Thirty-second Yearbook of the National Society for the Study of Education and

The Barrows-Parker Geographies

The latest and the most authoritative endorsement of the organization and plan of THE BARROWS-PARKER GEOGRAPHIES is to be found in *The Teaching of Geography* (32nd Yearbook). Of great importance is the allocation of work by grades; the Yearbook recommends:

1. The study of distant lands in the fourth grade, organized to introduce the child to simple geographic ideas and to an elementary concept of the world as a whole. *See JOURNEYS IN DISTANT LANDS.*
2. The study of United States and Canada in the fifth grade, with the work regions studied in the order of increasing difficulty. *See UNITED STATES AND CANADA.*
3. The study of Europe and Asia in the sixth grade in this order — western Europe, eastern Asia, and middle Eurasia (eastern Europe and western Asia). *See EUROPE AND ASIA.*
4. For the seventh grade the study of Latin America, Africa, and Australia in the light of the results of European expansion, together with a world view. *See SOUTHERN LANDS.*

Silver Burdett



New York Newark Boston Chicago San Francisco

RESOLVE NOW TO ATTEND

Summer Sessions in 1933

Applications are already being made for the 1933 Summer Sessions at Temple University. Particular care and consideration is given this year to teachers in service requiring added certification, or who are candidates for degrees. Courses conducted both on undergraduate and graduate levels. Resolve now, to attend Temple this summer. Write for complete bulletin and illustrated booklet covering the many historic and recreational features offered by Temple University and Philadelphia.

Address Office of Registrar, Dept. E

TEMPLE UNIVERSITY

Broad Street and Montgomery Avenue
Philadelphia, Penna.

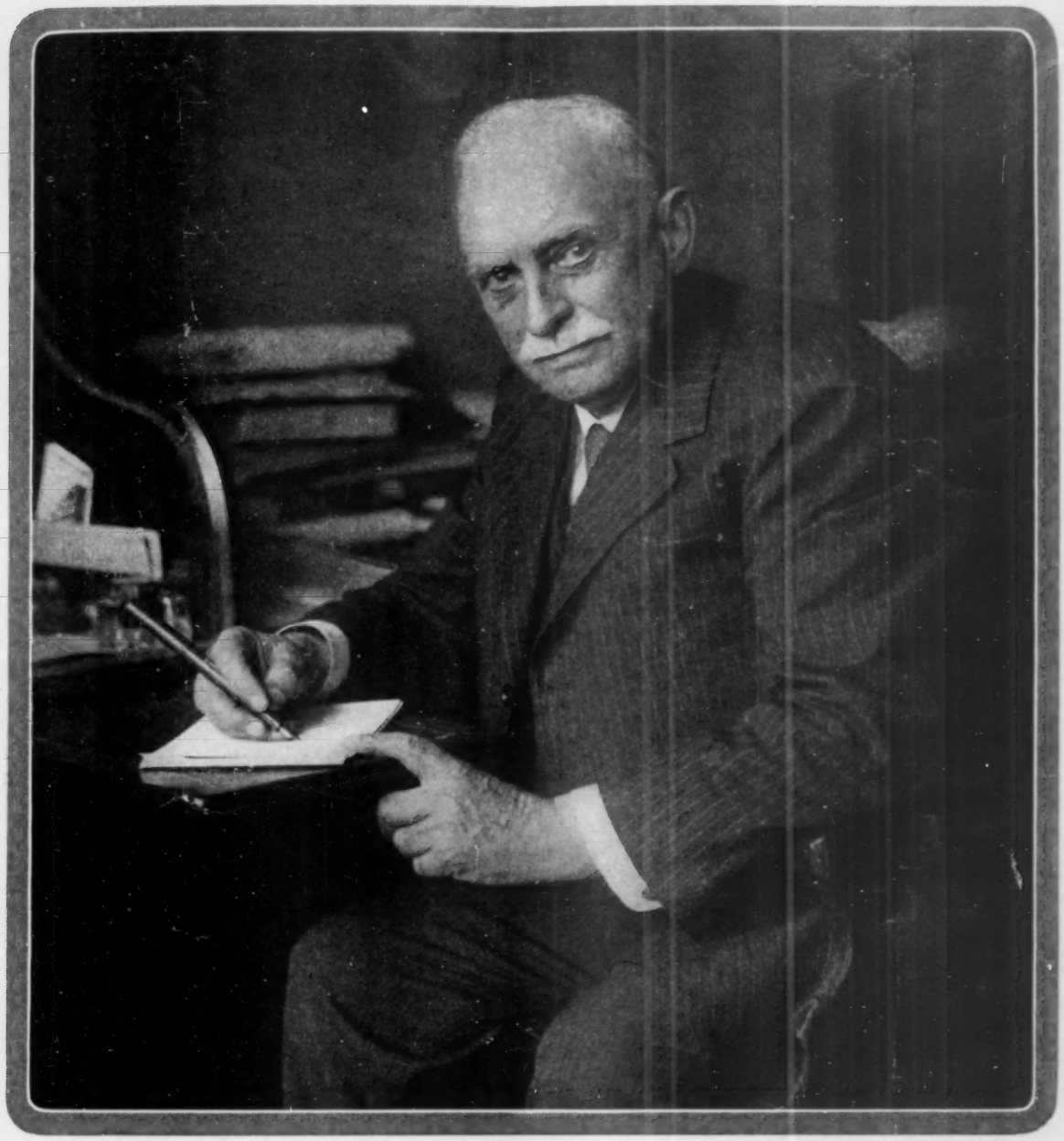
CRAIG PATHWAYS IN SCIENCE

"It has been my conviction for a long time that science has failed to secure the place of prominence in the elementary school that is in accordance with the importance of this field, largely because acceptable material has not been available. These books, Craig's Pathways in Science, will certainly give to elementary science the place of security in the school system that it has long deserved but has been slow in attaining." – *Professor S. Ralph Powers of Columbia University.*

Complete information about the six books of this new series will be sent promptly on request to

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco



Born February 24, 1845 Died February 17, 1933

We announce with deep sorrow that

Albert Edward Winship

Editor of the Journal of Education since 1886
passed away quietly in his sleep

February 17, 1933

at his home in Cambridge, Massachusetts

JOURNAL OF EDUCATION

Established 1875. Edited from 1886 to February, 1933, by
ALBERT E. WINSHIP

ANSON W. BELDING, EDITOR

ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

MARCH 6, 1933

FORWARD IN HIS SPIRIT 113
By Anson W. Belding

AS I KNEW HIM 114
By Isobel R. Lay

CHRONOLOGY OF A. E. WINSHIP 115

TRIBUTES 116-125

Bearer of Glad Tidings 116
By Arthur Dean

Other Tributes by:

William John Cooper
Florence Hale
Mary E. O'Connor
Joy Elmer Morgan
E. W. Butterfield
Arthur Edgar French
O. S. Reimold
William F. Young
Cora Wilson Stewart
A. F. Harman
Birmingham Teachers Association
The Negro Teachers of Birmingham
J. H. Carfrey
Oscar H. Benson
Wallace E. Mason
W. A. Baldwin
V. H. Culp
S. M. Barrett
Wm. E. Chancellor
I. D. Weeks
W. Elwood Baker
Payson Smith
Edwin C. Broome
Willis A. Sutton
J. W. Crabtree
Frances M. Hunt
George W. Benton
Charles E. Griffith
Charles F. Thwing
William A. McKeever
C. B. Glenn
William J. Bogan
Caroline S. Woodruff
Milton C. Potter
Frederick J. Reilly
J. Herbert Kelley
Augustus O. Thomas
M. M. Guhin
Jasper T. Palmer
Frank Webster Smith
Ralph C. Jenkins

THE SCHOOL FORUM 126
By S. Monroe Graves

THE LAST DAY OF SCHOOL, a Poem 127
By Irl H. Dulebohn

BOOK TABLE 128

THE NEWS DIGEST 129

GRINS BETWEEN GRINDS 133

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

This Memorial Issue

The following pages are mainly occupied with tributes to the memory of our late Editor, Dr. Albert E. Winship. Great has been the outpouring of affectionate appreciation for that distinguished and beloved leader.

A man's place in history cannot be determined while he lives and labors nor for some years after his work is done. But a careful study of the many qualities ascribed to Dr. Winship by persons who had known him intimately or were moved by his influence from afar, will help to indicate the particular contribution which he made to American life and education.

The tributes selected for presentation in this "Winship Memorial Number" are representative of others which, because of late arrival or similarity of content, have been omitted.

•

Readers of this column will, no doubt, be asking how our senior editor's death will affect "Winship's Journal." Read in the opening pages what Dr. Winship's seven-years' associate in the editorial office, now taking the reins, has to say.

•

Our next issue will contain a report of the Minneapolis meeting. Journal correspondents will capture something of the atmosphere and much of the substance for those who remained at home — while those who went will wish these reports and impressions for their own review of this momentous gathering.

•

Watch the coming numbers for articles of striking professional value, which are accumulating faster than we have been able to print them. We must manage somehow to find more room — for we know that other articles of timely importance are in preparation. You yourself may be getting one ready. If so, send it!

Try to regard this magazine as a joint enterprise, the success of which now depends a little more than ever upon yourself. And when we say "success," we mean — successful fulfillment of a duty to the cause of a happier and a more enlightened America.

THE PUBLISHERS.

NEW — NEW — NEW — NEW — NEW

OUR NEIGHBORS NEAR AND FAR

By FRANCES CARPENTER, F. R. G. S.

World Traveler and Author of Around the World with the Children; Journey Club Travels: The Foods We Eat, The Houses We Live In, The Clothes We Wear, The Ways We Travel, Ourselves and Our City; Our Little Friends of Eskimo Land

232 PAGES ILLUSTRATED PRICE, 96 CENTS

This is
BOOK ONE of the NEW SERIES
"OUR WORLD AND OURSELVES"

THIS is the first of a four-book series of geographies prepared, in harmony with recent courses of study, to make the subject richer and more closely related to the life of the world. Following the earlier study of the pupil's home region, it gives him a broad, yet graphic, view of the world as a whole, especially those regions offering the greatest contrasts in geographic phenomena.

THE narrative is concrete. The child visualizes himself as making imaginary journeys and as seeing the various countries and peoples with his own eyes. He is made acquainted with a boy and girl of each type of region and through them is enabled to understand their differing ways of living. A balance is carefully maintained between the social and the scientific aspects of the subjects.

THE style has rare naturalness, simplicity, and charm. The author's experience as a writer of well-known geography stories for children and her life for years in the regions described give this book a realistic background which will commend it to every teacher.

THE book is richly supplied with beautiful illustrations, clear maps, and such teaching aids as questions and exercises, completion tests, globe and map reading and sketching, museum collection suggestions, correlation with history, summaries, reviews, etc.

AMERICAN BOOK COMPANY

New York *Cincinnati* *Chicago* *Boston* *Atlanta*

JOURNAL OF EDUCATION

ANSON W. BELDING, EDITOR ISOBEL R. LAY, MANAGING EDITOR

Forward in His Spirit

By ANSON W. BELDING

EARLY in the morning of Friday, February 17, word reached me by telephone that Dr. Winship had passed away quietly in his sleep.

We had known for some time that his hold upon life was loosening, for his generous old heart labored under its heavy load of years. Mind and spirit were as alert as ever, but physical powers were waning. During the week preceding his death he had seen callers—Payson Smith, Florence Hale, Miss O'Connor—each of whom had found him keen, enthusiastic, stimulating; planning his next editorial.

The JOURNAL for the coming week was just off the press, and ready to be put between covers and mailed. Our readers would have to be told, and could be.

Together Miss Lay and I prepared that special page carrying a portrait of Dr. Winship, and a brief notice of his death. We arranged to have this page inserted in each copy of the edition. Printshop and bindery collaborated splendidly, and the issue was but little delayed in mailing.

• • •

During seven of the forty-seven years that Dr. Winship had given so lavishly of his energy, ability, and affection to the JOURNAL OF EDUCATION, I had been associated with him in a common editing and publishing task. I shall always cherish the recollection of this happy privilege. His wise counsels, his enthusiasms over what he had seen, either in actuality or with prophetic eyes, his unstinted praise of each new development in the magazine, above all, the boundless hope and courage and kindliness of this friend and leader, all these I shall deeply miss.

A long, strong life; a life invested in teaching and the inspiring of teachers; a life which required nearly a million miles of travel and more than twenty-three hundred successive issues of a magazine to spread its message—no one can measure the span of such a life nor the breadth and permanence of its influence.

• • •

At eighty he asserted: "I am neither tired nor retired."

At eighty-three he exclaimed: "If I had died at eighty, and missed all the wonderful advances of the past three years, I would have kicked through all eternity!"

At eighty-seven, he toured and lectured in a dozen states, carrying much-needed courage everywhere.

To him, today was always better than yesterday, and tomorrow would surpass both.

• • •

Death does not end such a life!

Thousands of noble men and women all over the United States will go on radiating his influence and his spirit in the conduct of their educational tasks.

Moreover, the JOURNAL OF EDUCATION will remain to perpetuate his ideals and purposes through the powerful medium of print. He desired this outcome greatly. Dr. Winship had gradually relinquished more of the editorial and financial responsibilities to me. In the past few years he had been free from nearly all journalistic duties except the writing of editorials, an occasional sheaf of personalities, and book reviews. One year ago he sold nearly all his remaining stock in the company to me. His editorial pen ceased to flow some weeks before his death, with the result that our last two issues contained no word of his.

• • •

Such portion of his broad mantle as now falls upon my shoulders I shall endeavor to wear worthily. Over a term of years I have studied the internal and external problems of the JOURNAL OF EDUCATION, analyzing its field and function. It has been making its mark upon American education ever since 1875. It is a harbinger of whatever is best and most promising in the building of a more effective system of instruction. Into each issue go the mature thoughts and recorded activities of experienced, forward-looking schoolmen, many of whom regard these pages as their most effective forum.

• • •

What has distinguished the JOURNAL OF EDUCATION from many other professional magazines has been its emphasis upon human values. It will

go on stressing the human side of education, the most human of all the arts and sciences.

There will be constant effort to improve the service rendered. It was Dr. Winship himself who declared that "Ruts are little graves."

• • •

The road is not smooth for any professional journal in these times. And yet the very situation which makes the highway rough and steep has also produced a greater need than ever for the information, interpretation, and invigoration which a professional magazine should furnish.

The JOURNAL OF EDUCATION must go forward, championing the cause of youth and childhood, aiding the schools to ever better accomplishment for a nobler civilization.

Such results as Dr. Winship himself would hope to see achieved through *this living memorial to him*, will be possible only as a joint enterprise in which many of us engage together. To this end the continued or perchance increased co-operation of readers, advertisers and all others who are disposed to bear some part, is earnestly invited, and, I feel sure, will be vouchsafed gladly.

As I Knew Him

By ISOBEL R. LAY

THERE was always an air of mystery about the office each time that Dr. Winship was expected back in Boston. If he had been on one of his long jaunts up and down the country, such as that of last Autumn; or if he had been away for only a few days, to Maine or to Vermont: we were always mystified as to what new thing he had discovered. What would be his latest thrill? Always he had found a community that was doing something better than he had ever heard of it being done before. Always he had found a teacher or a superintendent with a spirit that meant great things for education all over the land.

We must hold the editorial page for a few hours till he put his discovery down on paper with that rapidly flowing fountain pen. We must write and tell some one in Minnesota what he had discovered in Georgia. We must telegraph so and so that such and such a person was a genius at this or that.

• • •

In all the days that we welcomed him back at the Journal office I cannot recall one single instance of his coming in discouraged because he had found something going badly somewhere. He never discovered failures.

How well I can still see the expression on his face when some visitor would drop in to tell him why things were going badly in one city or another. Dr. Winship could hardly wait until such a visitor had taken himself away with his tale of despair. But let any one come in to tell Dr. Winship why things were moving along so successfully in some school system! His face lighted up; he craved every detail; his excitement had us all on our toes, almost literally cheering.

So many people for so many years have asked me: "How does Dr. Winship do it? How does he keep going? How does he keep so young?"

Perhaps the doctors could explain a physique that can stand the life he led so many years when a Pullman car was both his home and his editorial office. I remember discovering two or three years ago that he had quit drinking coffee for six months. The explanation he gave me was that he didn't want to feel that anything had become a habit with him. Afraid of forming a habit at eighty-five! Perhaps the psychologists will explain why that kind of man does not grow old in mind.

But the only answer I ever needed as to why Dr. Winship was as young at eighty-seven as when I came into the office in his sixty-fifth year was the soul of a man always on a journey of discovery; finding people who were doing hard things better than they were ever done before, and spreading the news.

• • •

We never had a chance to get in a rut at the Journal. No job was ever a routine job working for Dr. Winship. Life seemed always so exciting around him. His greatness seemed so simple to us. The simple greatness of his spirit.

• • •

His mind raced along until the last night he went to sleep. Searching for new facts, piecing facts together in ways that no one else ever seemed to think of putting them together before. Always finding an answer that was going to make the world better than it ever had been. And in my frequent role of setting down the ideas that fell from his pen and lips, it always seemed that the world was a far happier place for thousands of people because of Dr. Winship's long and fruitful life.

Chronology

ALBERT EDWARD WINSHIP was born February 24, 1845, at Cochesett, a village of West Bridgewater, Massachusetts.

His parents were Isaac and Drusilla Lothrop Winship. On his father's side he was descended from Edward Winship, who settled at Cambridge, Mass., in 1632, having come from Northumberlandshire, England, where the family had been prominent more than 400 years. The first of his mother's ancestors to arrive in America was Mark Lothrop, who established himself at Bridgewater in 1643. Both Pilgrim and Puritan were thus represented in A. E. Winship's background. Mark Lothrop was of DeLowthropes, who had been an important family of Yorkshire during five centuries.

Schooling was at Providence Conference Seminary, Maine Wesleyan Seminary, Bridgewater Normal School, and Andover Theological Seminary.

Civil War: He enlisted with 60th Massachusetts Volunteers in 1864, and remained in service until the close of the war.

Teacher: From 1865 to 1868, Principal of a grammar school at Newton, Mass.; 1869-1872, taught at Bridgewater Normal School.

Clergyman: Following a course of study at Andover, became pastor of Prospect Hill Congregational Church, Somerville, Mass., 1874-1883.

District Secretary of New West Education Commission, 1883-1886.

Newspaper Editor: For a short period was chief editor and part owner of the Boston Traveler.

Degrees: Litt. D. from University of Nashville, 1898, and LL. D. from University of Vermont, 1911.

Married Ella R. Parker, of Reading, August 24, 1870. Mrs. Winship lived until October 12, 1932.

Children: George Parker, Edith Annette, Luella Parker, Edna Elliott, Laurence Leathe, and Mildred Lothrop.

Editor of JOURNAL OF EDUCATION from March, 1886, until his death.

School Committee member: Bridgewater, Somerville, Reading.

Member of Massachusetts State Board of Education, 1903-1909.

Member and at times President of several editorial associations.

Charter member of Puddingstone Club (Boston), Boston Chamber of Commerce, Boston City Club, and Twentieth Century Club.

Crossed the Continent seventy times each way, lecturing, observing, writing.

Author of Books: The Shop (1889); Life of Horace Mann (1896); Great American Educators (1900); Jukes-Edwards (1900); Danger Signals (1919); Educational Preparedness (1919); Heredity (1919); Famous Farmers (1921).

Honors: Honorary President of National Education Association from July, 1932.

Died in Cambridge, Mass., February 17, 1933.

Tributes

BEARER OF GLAD TIDINGS

ARTHUR DEAN

I WISH I could recall A. E.'s exact answer when, years ago, I said to him in crossing Boston Common: "How is it that you are always able to say nice things about school people? You must even *think* them."

The answer, as near as I can recall it, was: "To know a person is to find something in him, at least, to like, yes, and often even to admire. So why not say it?"

And so A. E. traveled over America that he might see nice things at their sources to talk about before the normal school students, women's clubs, and teachers' conventions. He was America's Bearer of Glad Tidings.

With only the tools of statistics, graphs and co-efficients he would have been a pathetic figure surveying educational forests because he would have insisted upon seeing the pupils who made up the forest. Dr. Winship had glass eyes when it came to seeing administrative details. But very human and understanding eyes when it came to seeing people.

He simply never saw the chemicals in the swimming pool to keep the water fresh and to save expense of renewal. He could only see healthy and laughing boys and girls who were having lots of fun swimming. I doubt if he ever glanced at the bronze tablet giving the names of the school committee as he entered a newly built junior high school, but he did see every teacher and every pupil in that building, and he saw them as human beings.

Yes, A. E. Winship held the unique position of being America's best known Bearer of Glad Educational Tidings. He was the one platform speaker who could visit a one-room rural school and so glorify it that normal school girls wanted to devote their lives to it. The one man who could brush aside, inoffensively, the materialistic programs presented by speakers preceding him and sweeten a meeting with a philosophy of the human spirit.

He was the inspiration for thousands of young men and women in, or about to enter, the teaching profession. By his own example he was the comforter of hundreds of old school men and women who were bewildered by the modern administrative mind, which thinks in terms of "cubic feet"—cubic feet of air, intelligence quotients, statistics, reports, and surveys. He made all of us—old or young, modern or "out-dated"—have eternal faith in America, in its schools, in its teachers, and in its boys and girls.

New York City

• •

WILLIAM JOHN COOPER

He is gone from among us, yet his personality remains. He was a most unusual man, one who crossed and re-crossed this continent many times, almost as many times as he had years to his credit. He knew the schools and the school people as no other man knew them.

On his last trip to Washington he told me how he came to make one of his first trips to California. It seems that he came from Boston to this city with an excursion. While here he called on his Congressman, and the Congressman took him to a reception given by President Hayes that evening. There he met and was presented to the President by Mrs. Morrill, wife of the famous Land Grant Senator from Vermont. She knew him very well and had known his family before him. Accordingly she presented "Allie" Winship with such cordiality to the President that the President offered to receive his entire party the next day. This he did, and it made such an impression upon the gentleman who had the party in charge that he gave Mr. Winship a trip to California. This trip so impressed the young writer and lecturer that he developed lantern slides and continued to preach California from that day almost until the day of his death.

Dr. Winship knew Horace Mann very well, and was planning some lectures for the Centennial of the latter's work. He also knew every one of the U. S. Commissioners of Education intimately and personally, and could give incidents with regard to every one of them.

Washington, D.C.

• •

PAYSON SMITH

In the passing of Dr. Albert E. Winship, public education has sustained a severe loss.

He has probably addressed more meetings dedicated to the improvement of education than any other man who has ever served our nation in that cause. Everywhere he carried a message of optimism. He was truly an evangel in that, wherever he discovered something new or promising, he spread the message abroad in the land. He was equally effective in a group of two or three and before an audience of hundreds.

Only a few days ago I spent part of the afternoon with Dr. Winship in his home. His glowing countenance reflected the same friendly interest that was always manifest to his friends. We chatted about his associations with men and women in all parts of the country. He referred to many of them by name and analyzed happily their fine con-

tributions to education. There was the same kindly, friendly Winship we have always known and loved.

As was remarked by a neighbor on the passing of Webster: "The world will be a lonesome place without him."

Boston, Mass.

• •

FLORENCE HALE

Just two weeks before Dr. Winship's death I spent the day with him in his cozy home in Cambridge. He was at the door to greet me with the same cordial note so familiar to all of us as we have met him at the N. E. A. conventions. It was a beautiful day, and the big livingroom was flooded with sunshine all day long, especially touching the easy chair in which Dr. Winship sat. As I left him, I said: "I found you in the sunshine and I leave you in the sunshine." With a jolly laugh, Dr. Winship replied: "Yes, yes, that is good." All the time I was thinking not only of the sunshine that poured in from outside but also of the light of Dr. Winship's own optimism, his forward-looking point of view, and his enthusiasm for the future, which even his weakening strength could not diminish.

Dr. Winship has brought sunshine to the lives of thousands of school people all over this land. He had a genius for discovering ability in people who seemed quite commonplace to others. Then with a strict hand, but with words of encouragement, he always made those who he believed had ability, work and study to fit themselves for the places he thought they might one day fill. His was always constructive criticism. He was frank when he believed a person needed straight-from-the-shoulder advice, but it was always given in such a way that it did not destroy courage or belief in one's self. Hundreds were helped in that way by Dr. Winship and probably no one more than the writer. Dr. Winship's message to us today, if he could give it, would be, I am sure, that we take his place in discovering ability and passing on this same sort of encouragement to young people around us.

New York City.

• •

EDWIN C. BROOME

The announcement of Dr. Winship's death filled me with sorrow and recalled the many years of my acquaintance with him and of his eminent services in the cause of public education.

No single man in America has done more to encourage the highest educational ideals, or to foster and defend the public schools of this country than did Dr. Winship. Nobody of this generation saw so many public schools in action, nor did anybody acquire a more extensive knowledge of them than did he. Dr. Winship was a constant traveler and visitor, dropping in here and there, appreciatively assaying the work of the men in the field; and, by word of mouth and by pen, expressing his appreciation in a way that did not flatter, but encouraged us to stronger and better effort. His visits were an inspiration and a benediction. Many a man who has risen high in the service of education owes much to the encouragement and stimulus that he received from Dr. Winship.

Probably no one in the profession of education could pass away leaving more friends behind him to mourn his loss. Dr. Winship has gone to his eternal rest, his voice is stilled and his pen is arrested, but his spirit will long be with us and his memory will be cherished for generations.

Philadelphia, Pa.

• •

MARY E. O'CONNOR

Everybody has one outstanding virtue, which is like the hub of a wheel from which all the spokes radiate, and around which the tread of his life turns and travels. Dr. Winship's dominating characteristic was faith,—an active, inspiring faith. What faith he had in us his friends, what faith he had in education, and lastly what a glorious faith he had in the American people. His faith had nothing to do with wishful thinking, which he scorned. It was a keen, searching faith that saw past the exterior of things, through present difficulties to the heart of one's possibilities, and then set to work to see that that faith came true. How many educators up and down this country today owe their success to the action of that faith in them at the turning point in their lives! "Wait—opportunity comes when you are ready for it!" was his advice, and came from his faith in the universal order of things.

In my last visit with him, two days before his death, the focus of his thought was his great faith in our new President and the American people joining hands with him in this their great opportunity to work out a better form of democratic living for everybody.

We who have touched hands with him have come away with some of that dominating faith in people and an inspiring drive to help them as he helped us to do something about it.

Natick, Mass.

• •

WILLIS A. SUTTON

I am deeply grieved over the news of Dr. Winship's death. No man has contributed more to American education.

Atlanta, Ga.

• •

JOY ELMER MORGAN

The central fact in the life of Dr. Winship was his amazing capacity for inspiring friendship. There is no standard by which to measure the influence of such a life. It multiplies itself in the aspirations and achievements of untold thousands of other lives which have been aroused, guided, and inspired by a ministry of personal encouragement that amounted to genius. Everywhere one turns throughout America he finds people who discovered themselves, who were encouraged to go on, who were saved amid difficulties that seemed overwhelming, who were aroused to nobler achievement by the con-

fidence, the advice, and the friendship of Dr. Winship. What a wonderful example of consecrated teaching such a life is!

A biography of Dr. Winship should be written by someone with the insight of an artist. It would have the quality of Sandburg's "Abraham Lincoln." There would be a place in such a biography for an account of the pioneer and veteran editor; for the brilliant and resourceful lecturer; for the farsighted prophet of educational progress; but best of all would be the human quality —a revealing description of the pedagogy of appreciation applied to adults. Such a biography, against the background of American life during a period when there has been more development of schools than at any other time, would be an invaluable addition to the national literature.

Washington, D.C.

• •

J. W. CRABTREE

Dr. Winship was my life-long friend. He was the source of my greatest inspiration for more than fifty years. He held the same relationship with hundreds of others who occupied positions of responsibility. They say he did not leave wealth. By that they mean dollars, for he does leave a wealth in affection, in service, and in achievements for the cause which maintains civilization. I do not have the words to set forth my estimate of this great man.

Washington, D.C.

• •

E. W. BUTTERFIELD

In 1900 I was principal of a high school in a Massachusetts village. I know now that I was doing as good work as I have ever done in my life, but the school was very small, and I was very young. Of course, I read the Journal of Education. Of course, I knew at a distance Dr. A. E. Winship. Then, one morning, I read in the Journal a few words of approval and even a sentence from a report or speech of mine, and I had not supposed that the great man knew of my existence.

The angel who keeps a record of kind words and friendly approbation alone knows how many thousand teachers today with me can say: "He gave me courage and my first professional recognition."

A few years ago four of us were crossing the continent in the unexpected but happy companionship of Dr. Winship. We represented Minnesota, Pennsylvania, Ohio, and New Hampshire. We determined to try out our friend. He alone knew as many teachers in these states as we together knew, and his knowledge was more kindly and appreciative.

Hartford, Conn.

• •

FRANCES M. HUNT

For forty-six years your late editor was my personal friend and adviser. As a New West teacher, under his leadership, we all gained our inspiration for whatever undertakings we might project. We met at Salt Lake City with one prevailing idea, to hear Mr. Winship's words of encouragement, sympathy and approval. We always returned to our task heartened.

On coming to Massachusetts some thirty-five years ago, and engaging in the work of the public schools of this state, Mr. Winship continued to be my chief; to him I would refer questions in time of doubt, or when new enterprises were taking shape in mind. He never failed to show himself the true personal friend, and always the friend of education in its highest phases of usefulness.

Just now to me, personally, the sky seems to be overcast with a cloud that can know no breaking this side Eternity; but the better thought obtrudes:—

> "The Light Eternal breaks—
> The New Immortal wakes—
> Wakes, with his God!"

I treasure the books Mr. Winship so thoughtfully placed in my hands; those of his own authorship, with a word of memory on the fly-leaf, and other books which he deemed worthy of a place in a working library.

For a long succession of years Mr. Winship kept in personal touch with his New West teachers, even after their service had become unnecessary, because of the passage of the Edmunds Bill as related to the Utah schools. We were then young, venturesome, ardent, with a zeal out-distancing our discretion, no doubt; but we could and did look to him as our mentor.

As I recall Mr. Winship in the late 'eighties, he was young, alert, handsome, with speaking eyes, and a most sympathetic voice. When he preached the sermon on Sunday in the First Congregational Church, Salt Lake City, then a chapel, it being communion Sunday, the service was one of the most impressive that I have attended in a lifetime. Its memory is still vivid.

Years made very little change in Mr. Winship's mental alertness, in his large sympathy, or his broad outlook. He could always be depended upon for the more constructive view. His late editorials are proof of this rare quality. I have reviewed the year's contributions since the sad tidings of his going reached me. They have the same ringing note of cheer, of faith, of encouragement. He gave to us a gripping sense of the value of education in our social and civic life.

I feel like closing with the sonnet of wonder given us by Charles Hanson Towne, when our beloved Theodore Roosevelt passed:—

> "On what divine commission has he gone?
> Beyond what peaks of dawn is he now faring?
> On what vision blest has he now turned his quest?
> No rest could be the portion of his soul.
>
> "He seeks some eager goal where he can labor on
> Till Time is not—or Earth is nothing—
> or a thing forgot.

Pilot, and Prophet! as the years increase
Our sorrow at thy going cannot cease.

"We love to think of thee as faring on
From sun to blazing sun—
There with the wise Immortals you will find
The prize you sought for with the heart and mind.

"And yet, from out the Bourne whence thou art journeying
We seem to hear you say—
'I went away, O World so false and true!
I went away, with still so much to do!'"
—Charles Hanson Towne.

Worcester, Mass.

• •

ARTHUR EDGAR FRENCH

It was with a deep feeling of sadness that I read of the passing on of our mutual friend, Dr. Winship. For many years I have felt the inspiration of his great personality, dating back to a casual business contact, some years prior to his connection with the Journal of Education. After becoming identified with the public schools I became conscious of his superior capacities as an educator, and my admiration of him placed him in a class by himself. For the last few years I have been proud to feel that I had his friendship. I feel the loss of a loyal and beloved friend.

Revere, Mass.

• •

GEORGE W. BENTON

The death of Dr. Albert E. Winship is a loss to education. His abounding faith and optimism, his loyalty to his ideals, and his capacity for friendship have been an inspiration to teachers throughout the nation for a half century. The officers and directors of the American Book Company extend their deepest sympathy.

New York City

• •

O. S. REIMOLD

Dr. Winship never abated in his enthusiasm and activity. I doubt whether anyone had a wider acquaintance with educators than did Dr. Winship, and I am sure no one has enjoyed a wider circle of friends. His outlook, interest, and enthusiasm were those of a young man—he never had time to grow old.

We of the World Book Company mourn his loss particularly. We feel that we have lost a real friend in the educational world.

Yonkers, N. Y.

• •

CHARLES E. GRIFFITH

Although my acquaintance with Dr. Winship does not reach back so many years, I always felt that he was a real friend. In some of my earliest contacts he endeared himself to me by speaking in such glowing terms of the pioneering work which the founder of our Company did, particularly in the field of music. At a time when the Music Supervisors National Conference was making a study of the history of the early days of school music, he supplied us with some most interesting comments on Hosea E. Holt and John W. Tufts, who were the first to organize training courses for music supervisors.

The school which they founded, The American Institute of Normal Methods, is celebrating its fiftieth consecutive session this year, and it is with great regret that we shall not have Dr. Winship appear on its jubilee program. When we instituted the course of lectures known as the Educational Symposium, in 1926, Dr. Winship, because of his acquaintance with the founders of the school, made the opening address.

Perhaps I should state in this connection that the business management of The American Institute, since Edgar Silver's death, has been carried on by Silver, Burdett and Company.

For these very personal reasons, and also for the fact that Dr. Winship represented a very definite era in education by displaying that rare quality of leadership in which his educational thinking was always ahead of his time, he will be greatly missed. I know that there is no one who can acceptably fill his place and the things for which he stood.

Newark, N.J.

• •

WILLIAM F. YOUNG

My acquaintance with Dr. Winship extended over a period of forty years. My respect and admiration for Dr. Winship increased during the years. I prized his friendship highly. The educational world has lost a great leader in Dr. Winship. He retained his leadership as well as the love and affection of thousands of school people all over the country up to the very last. To my mind the dominant note in Dr. Winship's character was the spirit of optimism toward education, and the remarkable hold he had on the affections of his fellow men.

Chicago, Illinois

• •

CHARLES F. THWING

I have been trying to think what was the ultimate, essential element in his character. Was it not his sense of life? Did he not fulfill Christ's purpose: "He came that ye might have life and have it more abundantly." He was essentially, fundamentally vital. Out of this life came his love for all. And out of his love came his life. Love and life were the two creative powers of this dear, dear man. Out of them came his manifold labors for and his manifold interests in so many causes and in so many people.

How we shall miss him! Week by week, month by month, year by year, day by day.

Cleveland, Ohio

• •

CORA WILSON STEWART

What a constructive life was Dr. Winship's! He lavished words of approval which encouraged those who labored and inspired them to greater efforts. I recall the time when his enraptured comments on the first twelve lessons of a textbook of mine for adult illiterates gave me confidence and inspiration to complete the volume. Many persons could tell similar stories.

He lived ecstatically. Every

day was a joyous one for him. He delighted in his friends, and he had intense pleasure in his work. I have a vivid picture of him in memory as he sat by my desk one day telling of the response to a lecture he had recently given at the University of Florida. His enthusiasm was equal to that of a high school boy who had won a debate, and I was impressed with his broad knowledge as he outlined the facts that had been packed into that lecture. He was more given to telling of the achievements of others, and it was a rare experience to have him tell so eagerly of one of his own successes.

To the end of his life, he maintained that optimism which characterized all that he said and did. The flame of his spirit burned brightly to the end, never sputtering or growing dim. The last letter I received from him was the most enthusiastic. It breathed fervent patriotism of a constructive sort—a hope and prophecy of better days immediately ahead.

Dr. Winship will live. His influence cannot die. There are many ways that he can be memorialized, but in no way could his memory be so fittingly perpetuated, it seems, as by our cultivating of the "Winship spirit," which never permitted a doubt as to the triumph of right, and never brought to any council a discouraging word.

Washington, D.C.

• •

WILLIAM A. McKEEVER

During an entire half-century Dr. A. E. Winship was the greatest directive, helpful, and inspirational influence known to the public schools and to educational policies in the United States. I shall long rejoice in the memory of him.

Oklahoma City, Okla.

• •

A. F. HARMAN

I have just learned through the newspapers of the death of my well-beloved and long-time friend, Dr. A. E. Winship.

I am seizing this earliest opportunity to express for the State of Alabama, for myself as state superintendent of education of Alabama, and as an individual, my profound sorrow on learning of Dr. Winship's demise.

His contributions to education on the nation-wide scale are much too well known to call for any comment from me. A disciple, an exponent of the good and the excellent—his influence and impress upon the educational life of our nation will live throughout the years to come.

I recall, of course, many of the wonderfully inspiring addresses I have heard him make, not only here in Alabama, but also throughout our entire country. His address, "Dominate, Don't Domineer," to the Alabama Education Association some years ago was one of the outstanding contributions made by out-of-state people who have been coming to our Association for the past thirty years.

As far as his influence upon my own life is concerned, I think I cherish most his famous saying made to a little group in Alabama on a cold winter night, "I am always going somewhere."

Dr. Winship, I must think, throughout the ages, wherever the spirits of the departed just must reside, will always be "going somewhere." Peace to his ashes and blessed be his memory forevermore!

Montgomery, Ala.

• •

C. B. GLENN

In a very real sense the Birmingham teachers regarded Dr. A. E. Winship as a personal friend. For more than forty years he was an annual visitor to us, always bringing optimism and good cheer. At the opening of our schools last September he was with us, and in the opinion of the Board of Education, his very presence contributed greatly to make possible the fine spirit now existing among our teachers during this depressing period.

Many happy incidents have occurred in connection with our long association with Dr. Winship. Some years ago, when the National Education Association held its meeting in San Francisco, our Board of Education offered a bonus to every teacher who would make the trip across the continent, attend the meetings of the Association, and return to teach in the Birmingham schools the following session. As a result a special train-load of them went to San Francisco. One moonlight evening, on a ferry boat, the party was crossing the Bay to Oakland. No one in the group knew that Dr. Winship was aboard. Presently the group began singing "Dixie, Dixie, how I love you,—Birmingham's my home." Dr. Winship, who was in another part of the boat, hearing the familiar Birmingham song, immediately came over and joined in the singing. On the occasion of his subsequent visits to Birmingham he was always greeted with this local song.

It would be difficult for those in Dr. Winship's own community to realize what an integral part he had become of the educational life of this city. The news of his death reached us over the radio. Before the broadcast was complete, our telephone began to ring, and one after another of the school men and women of the city began calling up to make sure we had heard the sad news and to express their sorrow. We will miss him greatly, and especially his optimistic messages which, year after year, taught Birmingham to believe that whatever the problem was, it could be done.

Birmingham, Ala.

• •

RESOLUTIONS

"A life is finished when others have caught the splendor of its power.
A life is finished when the seeds of its influence enrich the lives of others."

In appreciation of the life of Dr. Albert E. Winship and of the enrichment of our own lives through his visits of many years,

be it resolved by the Birmingham Teachers' Association:—

First: That in his death the Birmingham schools have lost a greatly loved and long-time friend.

Second: That we cherish his memory, which through the coming years will ever be to us an inspiration and a challenge.

Third: That we extend to his bereaved family our sincere sympathy in their deep sorrow, and convey to them our own feeling of personal loss.

Fourth: That copies of these resolutions be sent to his family, to the Journal of Education, and to our state and local School Journals.

Lula Bradford.
J. T. Vaughan.
Oliver Graves.
Helen C. Smith.
Committee.

Birmingham, Ala.

• •

RESOLUTIONS

Whereas, Almighty God has seen fit to take from us the endearing life of Dr. Albert Edward Winship.

Whereas, during his long and fruitful years of frontier educational service which was nation-wide in scope, he was not only kindly disposed to the white schools of Birmingham, but to the Negro schools as well.

Whereas, no one of us knew him but to love him, and in his passing we experience a distinct personal and professional loss. We, the Negro teachers of the public schools of Birmingham, Alabama, make the following resolutions:—

Resolved, that we rededicate ourselves to the great work of human education to which Dr. Winship gave his life in full measure.

Resolved, that the far-reaching help and inspiration which he personally gave us from time to time will never be erased from our grateful memory.

Resolved, that his ability, his fine moral qualities, his genius for friendship and his faithfulness to duty be with us for evermore.

Resolved, that we transmit a copy of these resolutions to the family of the deceased and to the press.

The Negro Teachers of Birmingham, Alabama,
Resolutions Committee,
A. H. Parker.
C. W. Hayes.
Brunetta C. Hill.

Birmingham, Ala.

• •

J. H. CARFREY

For many years I have come into contact with Dr. Winship, more or less intimately. A vigorous writer, strong personality, keen observer, abreast of the times on all educational topics. There was no situation in any community affecting the education of boys and girls, about which he was not informed, or, if necessary, able to give sound advice. He kept at his work as though his days were unlimited. An active life; going about spreading cheer and comfort, and making the world better and happier. A remarkable life and one well worthy of emulation.

Reading, Mass.

• •

WILLIAM J. BOGAN

The passing of Dr. Albert E. Winship means the damming of a spring of inspiration and optimism that aided thousands of students and teachers of all grades. To youth he seemed eternally young. He understood youthful faults and foibles, but like a prophet he recognized those qualities upon which the nation must depend for salvation.

Unlike most elderly men Dr. Winship lived in the present and the future. To him the past was but a stepping stone to better things—not a permanent resting place for tired feet. He liked to startle his audiences with figures of speech made from the latest developments of science and invention. His going is a great loss to public education, for he firmly believed in the public school as the best agency for the perpetuation of democracy. He gave to every educator in the land hope, courage, self-respect, and a belief in high professional standards.

Chicago, Illinois

• •

OSCAR H. BENSON

Just heard of the death of my dear friend and "mentor" for twenty-five years. No single man ever meant more to me in my work as teacher and leader of youth. America's Bishop of Education and of Itinerant Teaching has passed, but his spirit and educational leadership has through his lectures, personal contacts and writings made a lasting record and has motivated thousands to carry on. We shall miss him, oh, so much! at the head of our table where he for so long led the way and commanded a universal following and 100 per cent. admiration.

We, the friends and benefactors of Dr. A. E. Winship, shall be glad to help you of the Journal staff to carry on and extend the trails of leadership to the youth of the future and for all time. We sorrow in his passing, but glory in his outstanding achievements educationally and his long life of great service in the field of education.

Guernsey, Pa.

• •

CAROLINE S. WOODRUFF

"Where are you going, Great-Heart?"
"To lift To-day above the past;
To make To-morrow sure and fast;
To nail God's colors to the mast."
"Then God go with you, Great-Heart."

The great heart that year after year for nearly seventy summers has moved among us—leading, lifting, guiding with patriarchal wisdom—that heart has ceased, and in its place a radiance is nor time nor space nor memory can efface.

There are great moments in the lives of men and women—moments when littlenesses fade away and things of the spirit rise supreme. And so today standing in the presence of the Eternal Mystery, which lies only a little beyond, we bring together as our votive offering all the thoughts

of affection, of reverence, of gratitude, of devotion to the memory of the man whose perennial youth leads us to see—not Dr. Winship gone, but a great throbbing, dynamic personality forever pulsate with life among those "whose souls," as Henry Turner Bailey so beautifully expressed it, "whose souls should live forever at the flush of dawn."

Castleton, Vt.

• •

WALLACE E. MASON

Education has lost its foremost champion.

Every man or woman engaged in any field of education from the kindergarten to the university who has ever heard one of his addresses will feel that in Dr. Winship's passing he has lost a friend.

His faith in our school system, his stalwart defence of the schools when they were unjustly attacked, his hearty and cordial approval of new ideas which were sound and which promised to benefit the children of the grades or the adolescents of the secondary schools have been of incalculable assistance in the upward and onward march of true education.

As I look back over forty years of personal friendship I cannot recall any time when he gave way to carping criticism or censure. Seeing much further down the road than his contemporaries he was always full of the gospel of good cheer.

In all of the difficulties which beset us as educators at present let us cast off any gloomy forebodings and "carry on" with assurance of final success just as he always did and as he would have us continue to do.

Keene, N. H.

• •

MILTON C. POTTER

In Atlantic City he walked with Mother and me, slow but chipper, beside the water last July. Twice he "ate" with us. That is, we ate and he munched lettuce leaves. Between the leaves he talked of the sea, twinkling though serious. He said Columbus was greatly cheered at sunset to find a broken branch and a piece of carved wood floating on the water. It verified his life-long dream which in the morning should be realized. He said that one of the chief advantages of ambling into one's ninth decade lay in the flotsam he sometimes found floating in the shallows of time. He thought that every piece of it spoke clearly of a land beyond the waters.

For over half a century he interpreted life to us, and some of the meanings of life. He was, on many a dark day, a trumpet to the faltering. He banged the drums right cheerily for those who thought to fail and might otherwise not have struggled further forward. His Boston office was the Interpreter's House. He was no less suggestive down by the sea last summer cheerily interpreting death as an adventure beyond the waters.

Milwaukee, Wisc.

• •

W. A. BALDWIN

It does not seem that he has gone, and yet when I think of it and know that it is true I am not sad. I feel much as I did a few years ago when I returned to my boyhood home to bury my father. I had never before realized that a funeral of a loved one could be an occasion of joy.

My father had served that community as a "country doctor" for fifty years. The old neighbors joined with me in a tribute to a life well spent. And now I rejoice in the memory of another life which has meant more of inspiration and encouragement in my own educational work than has any other.

Just about a year ago we were together with other intimate educational friends at the annual banquet of the Department of Teachers Colleges at Washington, D.C. He poured into my ears most interesting reminiscences of educational affairs of Massachusetts.

About three weeks ago I visited him at his home in Cambridge. He was still very busy with his writing and as always still claiming there had never been such a time as the present. He told me with the greatest enthusiasm of his latest lecture trip during the autumn, in which he gave addresses in ten Southern states. It was "absolutely the best trip" that he had ever taken. He had seen "some of the finest schools in America" and been royally entertained by "some of the best school men."

I shall be glad to remember this last visit with a man who was like a flaming fire to the last, always seeing the bright side of men and their works.

Providence, R. I.

• •

FREDERICK J. REILLY

May I add my small tribute to the many that must be pouring in from all over the land, to the memory of that gallant knight of education, Dr. Winship.

The highest tribute I can pay him is to recall an instance, a few years ago, in which I challenged one of his pet hobbies. He not only published my article, but wrote an editorial about it, in which he stated that there were some things that he regarded as "settled," but he went on to say: "Mr. Reilly has raised a point that must in fairness be presented."

Now that is my definition of a fair fighter, a straight shooter. I think I disagreed with the Doctor on more things than I agreed with him, but that never interfered with our mutual respect.

If there were more like him the world would move much faster toward the solution of our many problems.

Manhattan, N. Y.

• •

V. H. CULP

I hasten to express my sincere regrets at the passing of the last great circuit rider in American education. His circuit was the whole United States. No man in

this country has had a greater influence over American education or gave it more genuine character and inspiration. Mr. Winship's passing will be mourned by thousands of his friends in every part of the nation.

Aberdeen, South Dakota

• •

J. HERBERT KELLEY

The Executive Council of the Pennsylvania State Education Association, an organization of 61,000 educational workers, expresses its deep sense of loss in the death of Albert Edward Winship, February 17, 1933. During his editorship of the Journal of Education the past forty-eight years and his active career as lecturer and ambassador of education he endeared himself to a great host of youth, teachers in training and in service, and other educators who remember with the keenest satisfaction his encouragement, good will, and inspiration. Many of them owe their self-discovery and present attainments to his friendly challenges to do and dare.

Harrisburg, Pa.

• •

S. M. BARRETT

Our Father, we are in sorrow today because one more bright light by which our stumbling feet were guided has been extinguished; a voice that has cheered us on up hills of difficulty is still; a warmth of friendship that has been our comfort when the chilly winds of adversity have beaten upon us is gone from our midst.

Thou hast taken our companion; but we must be satisfied and even rejoice that he is now with Thee, at rest and at peace forever. Thy will be done. Help us to carry on.

Kansas City, Mo.

• •

AUGUSTUS O. THOMAS

Dr. A. E. Winship is gone. He has set forth on the last long journey. While he is with us no longer in the flesh, his spirit remains with those who knew him. He had the soul of a poet, yet wrote no poetry; the soul of a musician, yet carried no harp; the soul of an artist, but carried no palette; the soul of a scientist, but dealt not in the mysteries of science; he was content to let others do these things. He made human life his specialty. He had a genius for folks. He knew human nature as the musician knows his staff; as the scientist knows his laboratory, or the artist knows his canvas. He was of the "Age of Innocence," yet he was one of the most sophisticated of men. He started his career when men made their living by hand labor, but he lived fully in a machine age. He had the power of adjustability. He was always in advance of his age; he caught the shadows as they approached rather than as they went. He made it his business to know what was going on. He knew the best that was being done in every school in the country. He knew the capabilities of those men and women with whom he came in contact. In Nebraska and in Maine I never had a meeting of educators when I did not have Dr. Winship, if it were possible. To be without him at a conference was like a minister at church without his Bible. He knew civilization was changing, and changed with it. He had no patience with those who could not keep up with the procession. He was the most kindly of men, and his kindliness was manifest in his cordial criticism of those of whom he thought most, but his criticism was never in public. Among all the educators of this country there was only one Dr. Winship. His contribution transcended the material, it was spiritual. American education has lost its greatest prophet. If he left a mantle, the one upon whose shoulders it fell is yet to be revealed, but we are all better for his life—for what he did and what he said, and what he was.

Washington, D.C.

• •

W. E. CHANCELLOR

Of Dr. Albert E. Winship many things are to be said. His knowledge of American education was incomparably superior to that of any other man, not only because he traveled so many miles and visited so many schools and colleges, but also because he had the gift of sight with understanding and with sympathy. From time to time through many, many years, I heard his speeches in educational gatherings, and upon other occasions; natural aptitude, long experience and a human touch made him easily the foremost man in America upon such occasions. He made the Journal of Education something more than a power; it was itself educative. Especially in advancing new ideas, the Journal has been invaluable.

Moreover, Dr. Winship had the Christian grace of being an optimist; he radiated good cheer; we remembered him as we remember sunlight and fresh breezes.

As a lifelong or official counselor upon the making of programs for educational gatherings, he had admirable judgment.

Dr. Albert E. Winship left something besides a great vacancy; he left an enduring example and an inspiration at once reasonable and vital. It is good that his words and his deeds live after him.

Cincinnati, Ohio

• •

M. M. GUHIN

I am deeply grieved to hear of the death of Dr. Winship. I have long referred to him as "The Grand Old Man of American Education." He has been an inspiration to me in my work in a very vital way, and it has been a great satisfaction to me to feel that he ranked me among his friends. Dr. Winship has made an impress upon American education, in my opinion, unequaled by any other American. In the annals of American history he may not rank with our greatest statesmen or writers; but if my own life is any criterion, it would be difficult to name many Americans

who have made a larger contribution to our nation than he. His influence, passing through the teachers of America, has been a vital factor in the education of millions of American children of at least a dozen school generations. Such an influence is beyond all possibility of measurement. The indelible imprint he has left on American education makes his death a kind of anomaly; Dr. Winship is not dead, he cannot die; like Lincoln, "Now he belongs to the ages." Dr. Winship cannot be said to be dead until the inspiration which he has been to millions of teachers, transferred by them to tens of millions of children, dies —and that can never be.

I have long ranked Dr. Winship as America's greatest educator, and am asking our Rural Demonstration schools to float the school flag at half-mast until the funeral services are over.

Aberdeen, South Dakota

I. D. WEEKS

In behalf of the teachers and friends of education of South Dakota we wish to express our sincere sympathy in the passing of a great American. His death brings an irreparable loss to American civilization. His personality will be remembered and cherished by those who knew him.

Pierre, South Dakota

• •

JASPER T. PALMER

I believe no other one person of his generation has done so much to spread optimism generally and encouragement specifically as has Dr. Winship.

His name was synonymous with education from my earliest recollections, as my oldest sister, thirty years my senior, was among his first Bridgewater students, and this admiration and loyalty to him came down through my family to this day. He made me think I was somebody and could do something, and I always tried not to let the ego get the better of me.

One of the greatest pleasures that ever came to me was to entertain him in my home here in Mt. Vernon six or seven years ago.

His life has surely been richly rewarded, and the world in general, and the schools in particular, the better for his having lived.

Mt. Vernon, N.Y.

• •

W. ELWOOD BAKER

The National Congress of Parents and Teachers will miss Dr. Winship. He was a staunch supporter of the parent-teacher movement and had great faith in its work. He was our personal friend as well. We are glad the end of such a happy, fruitful life came so peacefully.

Washington, D. C.

UNIVERSITY OF MAINE

SUMMER SESSION

JULY 5 - AUGUST 12

A wide range of courses conducted by specialists for

Secondary and Elementary Teachers, Supervisors, Principals, Superintendents, Athletic Directors and Coaches.

MAINE OFFERS YOU:

High Grade Instruction
Pleasant surroundings
Summer comfort
Week-end trips
Good food, well served

All at a minimum cost

COME TO MAINE TO STUDY

For information or bulletin, write
DR. ROY M. PETERSON, Director
ORONO, MAINE

BOOKS BY

A. E. WINSHIP

HEREDITY

A Study of the Jukes and Edwards Families.

Postpaid, $1.00

DANGER SIGNALS FOR TEACHERS

Postpaid, $1.50

New England Publishing Co.

6 Park Street, Boston

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

Where to Buy!

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Kindly mention this Magazine when writing.

Art Supplies

Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York
Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

Book Publishers, Cont'd.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

India Inks

Pohlmeyer, Inc., Passaic, N. J.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

RALPH C. JENKINS

I was with him under three intimate circumstances: as he walked through the deep snow on a bitter cold Winter's day to the spot where William Torrey Harris lies at rest; as he awoke one afternoon from a deep sleep at his home on Shepard Street, and bent every energy to do me a personal favor; and as he appeared last November, in response to my invitation, before a small group of friends, the New England Normal School Presidents.

But I am only one of thousands, yes, tens of thousands of school men, whose lives have been made just a bit sweeter through contact with that Great Man.

Johnson, Vt.

• •

FRANK WEBSTER SMITH

I have had friendly relations with Dr. Winship for many years. He was the most widely known and popular educational man among us. His methods and his educational personality were different from all others. He had an attractive way of promoting happiness, good-will and good fellowship in educational circles. He persistently explored education, discriminated between the trivial and the worth-while, and gave merit its due meed of praise. He was a ready writer and he commanded a striking and arresting style. His educational enthusiasm will be missed. It was a rare treat to listen to his reminiscences which his wide and intimate knowledge and his fine memory made as interesting as romance. A distinguished educational personality has passed.

Winter Haven, Fla.

THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

Fruitful Faculty Meetings

AT a certain teachers' meeting in a suburban community it was suggested that all members of the teaching staff report the last educational article which each member had read. It appeared that the educational magazines available in the different school buildings had not been used very much by the staff. The discussion at the teachers' meeting brought out the fact, however, that, when special attention had been called to educational literature, the teachers were very willing to respond. While the meeting was being conducted, it was very apparent that teachers who had read the same article in some educational magazine had derived very different impressions from it, and much of the discussion at the meeting hinged upon these differences which were so apparent. If two individuals, for example, had read the same number of the "Clearing House" in reference to a project in a junior high school, why should not these two individuals have approximately the same impression of the statements which had been made? The answer, of course, is partly in the manner of approach, the previous experiences which each teacher may have had, and the special interest which the teacher may have followed in his work in a particular junior high school. It is very natural to interpret our impressions in terms of our own individual experiences, and not only the experiences perhaps we may have had, but also the anticipated experiences; in reality, the desires which we have for any special outcome. The human mind seems to be so constituted that it colors the world about it in the tints and shades of its own imagination. "Life is real, life is earnest" to one; to another, life is frivolous, life is unreal; to those in the middle section, life is both real and unreal, both serious and not serious, being a medley perhaps, rather than a beautiful symphony.

In the discussion as it was continued further in this particular teachers' meeting, it became very obvious that certain groups took sides on the question proposed. For example, someone suggested that any pupil who had failed one subject in the junior high school should not be promoted to the senior high school. It developed that the senior high school teachers were in the majority which largely favored such a proposition, whereas the junior high school teachers were not in favor of it. This phase of the discussion brought up a third point which had to do with the admission of children to the higher courses in either junior high school or senior high school, some teachers themselves holding an opinion that many pupils were taking courses from which they might hope to derive no special benefit. The principal who was conducting the discussion and who knew the pupils very well, both in junior and senior high school, asked if any cases could be cited, cases of pupils who were attempting to do work which they should not attempt to do. Several cases were cited, and the discussion then turned upon the individual cases mentioned. The environment of these individual pupils was discussed, their heritage, physical and mental, from their immediate ancestors was questioned; also the reaction which these particular pupils had been known to give as they had proceeded through their courses. Their present classification was also mentioned. Statements of teachers who had had these individual pupils were reiterated. It seemed as if perhaps the case of each individual mentioned was lost as far as approval might be voted for having these children in the particular section in which they were, and yet at this point a teacher of considerable experience and wisdom arose and asked for consideration of the inalienable rights of children for needed opportunities. These opportunities, this teacher stated, were not so much for the limitation of the children, as they were for throwing open the doors of progress so that, even though the individuals concerned might seem to be working beyond their depths, they ultimately might emerge in the full power of intelligent manhood, strong in their own perspective, and capable as a result of the training which they had received. In other words, this teacher's appeal was for a continued opportunity always open — an opportunity which perhaps while seemingly too great, because of the hard work involved on the part of the student was likely to make him more sturdy, more self-reliant, strong in purpose, and ultimately more successful both in his individual happiness and in his service to society.

There appear to be several schools of thought in relation to the adjustment of the individual to his own personality and to society in general. One school seems to believe the individual exists entirely for society, and

that he may be submerged, and should be submerged as the best interests of society seem to necessitate such submergence. The other school of thought apparently believes that the individual should be the sole criterion in the determination of policies for public school education. The individual is the star that should guide educational procedure and help in the formation of educational objectives.

Between these two schools of thought very properly there would seem to be needed a third school of thought which would combine the essentially good elements of both. The individual, certainly, does exist for his own happiness and progress. Society, of course, does exist for the successful co-operation of individuals and for individual happiness, and cannot exist without the co-operation of the individual units which make up society. When it comes to a matter of the individual pupil in the individual classroom, these great objectives are sometimes lost sight of and the only outstanding feature is that which relates to the immediate present. The easiest way to settle such problems is to study very carefully both present needs and future possibilities.

As the discussion proceeded in this particular teachers' meeting, it was decided to continue the discussion at a succeeding meeting, the topic to be centred upon one particular article which had appeared in one of the other educational magazines. This special article had to do with report cards giving desirable interpretation of pupils' accomplishments in school. The questions were: (1) Are report cards beneficial to the pupils or to the school? (2) Are they necessary? and (3) In what ways can they be made of greater value than at present? With the announcement of this topic the meeting was adjourned.

Question—How much educational literature should a teacher in service be expected to read?

Answer—It would seem desirable for any teacher in service to read at least one excellent magazine article each month concerning educational problems, educational procedures, or educational progress. The lethargy which permits an individual teacher to pass by the excellent magazine articles concerning education which are available each month would seem to indicate that that particular individual is not growing.

Question—To what extent may educational theory or educational facts as prepared in periodicals be utilized for teachers' meetings?

Answer—Every teachers' organization might very well have a review of an educational article presented at every one of its monthly meetings. Such presentations would stimulate thought and encourage all teachers to give more careful consideration to educational problems. Such inspirations and knowledge might be ultimately transmitted to the community so that the community itself may better understand its educational problems and be more courageous in meeting them successfully.

Question—How may discussions in teachers' meetings, where magazine articles are utilized for talks, best be guided?

Answer—It is very desirable when a topic is announced for teachers' meeting to have every member who is to be present at that meeting write a brief discussion of the topic announced. These written discussions may very properly be made a basis of part of the discussion at the teachers' meeting. These written statements afford a special advantage for concentration upon the topic chosen, requiring one to write his own ideas and thus making these same ideas more definite.

The Last Day of School

By IRL H. DULEBOHN

Superintendent, Ramsay, Michigan

Footsteps retreating down the echoing hall,
A burst of joyous laughter and a shout
Of carefree voices floating on the breeze,
Glad of their newfound freedom. School is out.

The books are neatly piled and put away,
My work is done. The room so lately filled
With vibrant life is strangely quiet now,
That life is gone, and even its echoes stilled.

Why was it as they lingered at the door
For parting glances and their last goodbyes,
Or pattered back for a forgotten book,
That tears rose suddenly and brimmed my eyes,

And sobs welled up within my aching throat,
And joy and satisfaction turned to gloom?
Why do my vagrant thoughts reach out to stay
These wandering expatriates from "my room"?

Is it the still, small voice reproving me
For lessons left untaught that they should know,
Or have these young lives grown so close to mine
They tear my heart asunder as they go?

BOOK TABLE

A FIRST GRADE AT WORK. A Non-reading Curriculum. By Lula E. Wright. Bureau of Publications, Teachers College, New York.

The Lincoln School of Teachers College is publishing, in its series of curriculum studies, reprints of the experimental teaching and investigation that have been carried on throughout the school and have been watched with widespread interest. In recent years a teacher has taken a class of twenty-four children through the first two grades with a non-reading program the first year. No provision was made for the teaching of reading and writing until the second grade.

It is a question of reading readiness. "To fail to teach reading to a child who has keen interest in and desire for reading is considered unsound practice. To attempt to teach reading to children who lack readiness, due to meagreness of previous experience, is equally undesirable."

This passage is extremely interesting: "With the exception of three or four of the girls, the boys carried on by the most interesting and worthwhile block play in the group. They had more experience and knowledge from which to draw, and so had more interest in carrying out rather intricate block schemes. . . . The parents, undoubtedly, were partly responsible for this difference in the interests and knowledges between these boys and girls. The toys in the personal possession of the boys were, as a rule, of the kind that added to their interest in a knowledge of the world around them. The boys had electric and spring-wound trains, sailboats, magnets, and electric and Erecto sets, building blocks, and many other kinds of constructive toys. The girls' possessions were more clearly those of the domestic type—dolls, doll buggies, toy dishes, etc., with too few of the type that would stimulate curiosity and a desire for more knowledge. There was somewhat this same difference between the books brought to school by the boys and girls. The girls brought more story books, and folk and fairy tales; the boys possessed such sets as the 'Book of Knowledge' and Compton's Pictured Encyclopedia, and brought to school books on science, aviation, and travel. In the classroom discussions it was also clear that the parents of boys (especially the fathers) had been more interested in imparting information and in explaining scientific matters than the parents of the girls. This discrimination in the interests of the children was not made at school, of course. While the girls often did not have the background of interest and the knowledge of elementary science, geography and history that the boys had, as their knowledge grew, the same content appealed to them that appealed to the boys. The boys also showed just as much, if not more, interest than the girls in the domestic activities of sewing and cooking."

HOME ECONOMICS FOR PUBLIC SCHOOL ADMINISTRATORS. By Cora Marguerite Winchell, Teachers College, Columbia University. Cloth. 150 pages. Bureau of Publications, Teachers College, Columbia University.

An attempt is made in this book to indicate a type of education which is adapted to the needs of girls to-day, and at the same time to give a basis for the intelligent solution of problems which will come to girls and boys as they grow into the home and community responsibilities of adulthood.

Twenty-eight home economists cooperated in determining what should be included in the book. Six classroom teachers, fifteen city supervisors, eleven state supervisors, and five other women whose breadth of experience and professional status made their help indispensable were enlisted in this unusual enterprise.

MATTHEW ARNOLD. A Critic of the Victorian Period. By Charles H. Harvey. Cloth. 256 pages. 9 Essex Street, Strand, London: James Clarke & Co., Ltd.

It is important that intelligent American educators should be familiar with the life and works of Matthew Arnold, who was a vital factor in English education from 1843 to 1883. He will never mean to the New World or the Old, what his father, Thomas Arnold, meant, but he was to modern education and the modern church a significant factor.

This book is eminently readable and every way attractive. It should be carefully read by present-day Americans educators.

THE CHURCH, THE STATE, AND EDUCATION IN VIRGINIA. By Sadie Bell. Cloth. 796 pages. Philadelphia: Science Press Printing Company.

This is an unprecedented study of education. It should be in every library, and should be consulted by all writers on education, historically, religiously, or professionally.

It is difficult to speak specifically of its value in any of its many fields.

Its reliability is assured because of the thoroughness with which its information has been collected. So far as we know there has been nothing comparable to it attempted by anyone else in a single volume.

It is well written and admirably analyzed.

There are more than seventy pages of bibliography, and sixty pages of double column index. Both the bibliography and the index add greatly to the value of the books for practical service.

Books Received

"Instructional Tests in General Science." By Earl R. Glenn and Benjamin C. Gruenberg. Yonkers, New York: World Book Company.

"Educating for Citizenship." By George A. Coe. New York: Charles Scribner's Sons.

"Civilization and Society." By Franklin Henry Giddings. Edited by Howard W. Odum. New York: Henry Holt and Company.

"Elementary English Work Books." Book 4. By P. H. Deffendall.—"The Story Cargo Workbook." By Sister Mary Estelle.—"Wordbook in Vocabulary Building." By H. R. Lockwood.—"Preparatory Book to Accompany Magic Hours." By Gates and Ayer.—"Golden Leaves." By Gates and Ayer. New York: The Macmillan Company.

"A Unit History of the United States." By Hamm, Bourne, Benton. —"Economy and Technique of Learning." By William F. Book. Boston: D. C. Heath and Company.

"Civic Sociology." By Ross.—"Providence Inventory Test in Music." By Allen, Butterfield, Tully. —"The Story of Our Republic." By Foote. Yonkers, N. Y.; World Book Company.

"Historic Background of Our United States." By Woodburn and Hill.—"Lessons in English Essentials." By Ginsberg and Turnbull. New York: Longmans, Green and Company.

"Teaching Procedures." By William C. Ruediger.—"Foundations of Health." By Rathbone, Bacon, Keene.—"Work Guide in American History." By Wilder and Spaulding. —"Nelson Silent Reading Test."—"Nelson H. S. English Test." —"Howe-Kyte Diagnostic Record of Teaching."—"Purdue Placement Test in English."—"The Cleveland English Composition and Grammar Test." —"Carnegie Mental Ability Tests." Boston, Mass.: Houghton Mifflin Company.

"Directing Learning in the Elementary School." By Monroe and Streitz. Garden City, L. I., New York: Doubleday, Doran and Company.

"Story of Weights and Measures, Story of Numbers, Story of Writing." Washington, D. C.: American Council on Education.

"How to Get a Position in School or College." By Cox and Jones. Columbia, S. C.: Southern Teachers' Agency.

"Girls Should Know." By Mrs. A. J. Howell. New York: Fleming H. Revell Company.

"Teachers' Book to Accompany Journeys in Distant Lands." Newark, N. J.: Silver, Burdett and Company.

"Thompson's Self Verifying Seat Work."—"Picture and Word Matching." Numbers 0 to 10. Numbers 10 to 20. "Locative Geography, Important Cities of the United States." —"Locative Geography, The United States." — Springfield, Mass.: Milton Bradley Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Text Publishing By State Is Not For North Carolina

RALEIGH, N. C.—A study of the experiences of such states as Kansas and California indicates that state publication of schoolbooks has not yet demonstrated its economic value, and has shown a tendency to lower the quality of textbooks, according to the report of the School Book Commission appointed by Governor Gardner, in accordance with a resolution of the 1931 legislature. Other recommendations and suggestions are: That the state-adopted texts for the elementary children be furnished free. The commission recommends a gradual introduction of this principle in order that the cost may not be excessive in any one year; that a definite method for the selection and adoption of texts be followed to the end that the best textbooks be made available to each child at the least possible cost to the state. That the present method of handling textbooks be modified so as to fit definitely into the scheme for furnishing and distributing books.

N. Y. Teachers Ask Loan Right

NEW YORK.—Legislation to permit school teachers to borrow from their reserves in the retirement system fund will be sought in the present session of the legislature, according to a resolution adopted at a meeting of the Teachers Retirement Board. The resolution cited the facts that the teachers have "suffered a salary reduction; been asked to contribute for relief; been required to take college courses in order to qualify for salary increments, and had to accept drastic changes in the system of refunds for sickness, thereby creating a greater need for the use of their own financial reserves."

Fenn School Boys Help Feed Concord Children

CONCORD, Mass. — Fenn school boys are contributing toward the feeding of local children in want. Once a week, instead of being served the usual three-course dinner at noon, the school is having a less expensive, one-course meal, and sending the money saved to those in need.

COST OF EDUCATION NOT EXCESSIVE

Maine Education Commissioner Warns of Danger in Unwise Lowering of Expenditures

AUGUSTA, Me. — Educators are embarked upon the unique experiment, declares Bertram E. Packard, Maine commissioner of education, in a recent statement, of affording to each boy and girl such educational facilities as may best fit his individual necessity and need to the end that he will make the best possible type of American citizen.

It can hardly be said that education is costing too much, Mr. Packard maintains, if there is an understanding of the ideals of education in this country. "Indeed," he continued, "it may be said that it is not costing enough, so long as there is denied to many thousands of our boys and girls educational opportunity."

Office of Education figures show that the cost of public education in the United States amounts to about ten cents per day, or $36.20 per year per capita for our adult population, Mr. Packard pointed out. "Estimated figures in Maine show," he explained, "that this cost is reduced to about six cents per day, or approximately $22 per year per capita for our adult population.

"Statistics also show that the amount expended every year by our people for pure luxuries exceeds by a considerable amount the total expenditures for public education. While this has no relation to the taxable cost of education, yet it is demonstrated that our people yearly expend more for pure luxury than they are spending for a vital necessity like public education.

"We are not spending too much for education, and we cannot decrease to any appreciable extent the amount expended without crippling and impairing our school system. The source of support should be radically improved upon in the matter of taxation, which should be devised whereby all would share more equitably in the maintenance of public service and welfare.

"In education as in any other service or commodity we get just about what we pay for. If we lower our educational costs we will receive a depreciated service."

In the opinion of Mr. Packard the American people are committed to an abiding faith and ideal in public education, and he firmly believes that in the future, as in the past, public education will continue to advance.

"So long as we follow wisely along economical and efficient lines and see that no extravagance is committed," the commissioner concluded, "public education is fully worth all that it is costing."

Educators Decry Mass Education In U. S. Schools

CAMBRIDGE.—The evils of mass production methods, superficial instruction and handicaps for the exceptional student are ailments which result in lowering of standards in American education, in the opinion of four European educators writing in the Harvard Teachers' Record, quarterly publication of the Harvard Graduate School of Education.

Under the heading, "American Education Viewed by European Eyes," the British viewpoint is expressed by Sir John Adams, formerly professor of education at the University of London. The German observer is Robert Ulrich, of the Saxon Ministry of Education; the French, A. Desclos, official of the French school system, and the Austrian, Paul L. Dengler, director of the Austro-American Institute in Vienna.

The four articles touch many aspects of American education, but all specifically mention the problems of large-scale methods, particularly in the secondary schools and colleges.

An interesting feature of Dr. Ulrich's article is a comparison of school attendance in Germany and the United States. Of every 1,000 American children, 605 enter high school, while in Germany the corresponding figure is 279. The number entering colleges in America is 177, as compared in Germany with thirteen entering college, and forty-two in vocational schools of equivalent grade, or a total of fifty-five.

WORLD SCHOOL COSTS

Survey Shows Many Countries Have Retrenched

WASHINGTON.—Education in the United States has suffered more as a result of the economic depression than it has in many of the foreign countries, according to an interpretation by the Federal Office of Education of reports from thirty-eight nations.

The countries covered included fifteen in Latin America, fourteen in Europe, three in Asia, three in Africa and Canada, New Zealand and Australia.

Canadian Provinces were described as generally withholding school-building programs, and in some instances reducing salaries, but attendance was increasing with "educational expansion slowed down, not halted."

In England teachers' salaries have been reduced ten per cent., with other economies effected, but "education and school health services have held up well."

The Mexican government "seems determined to carry on its educational renaissance despite the depression," and other branches of governmental activity have suffered more than the schools.

The budget for the National Board of Education of Argentina "compares favorably with those from 1931 and 1932."

Panama has increased the number of pupils per teacher, but also has provided more teachers to care for a larger school attendance.

There has been no change of importance in the educational situation in Chile, Colombia, Costa Rica and Haiti, according to the report, but in Peru, Salvador and Honduras the schools have suffered.

Consider Crisis In N. Y. Schools

NEW YORK.—Dr. Elmer Ellsworth Brown, chancellor of New York University, who will retire at the end of the present academic year, has urged New York state authorities to consider carefully before further curtailing funds for public education. He spoke at a conference on "the crisis in the schools," called by the Public Education Association. The conference discussed the effect of further reductions in state funds on the training of children, both in city and rural communities. "When it is proposed that the budget for schools shall be cut beyond cuts already made, are you sure that you are not thoughtlessly sacrificing the greater good and the lasting good for a lesser and more immediate good?" was the question Dr. Brown posed for state officials.

Rhees Lauds Trend Of Higher Education

ROCHESTER, N. Y.—The movement away from mass treatment of students to more individual treatment is the most significant trend in higher education, according to President Rush Rhees, of the University of Rochester, who recently celebrated his seventy-third birthday. "There is today intensified interest in providing the type of education which shall be most valuable for the student's life," he said. An over-supply of educated women ready and eager to teach in the elementary and secondary schools has created new problems in the education of women, Dr. Rhees held.

Delay Asked on Debts for Oklahoma School Lands

OKLAHOMA CITY, Okla. — A moratorium on the debts of thousands of school land purchasers who face losing their homes because of delinquent payments is asked of the Legislature by Frank Carter, state auditor. The moratorium would continue until conditions improve, he suggests. Approximately 950 farms are subject to foreclosure within the next three months, and within the next six months foreclosures will be ordered on 1,500 more farms of a quarter section each, unless the Legislature takes action, according to Mr. Carter.

N. E. School Costs Drop 11.6 Per Cent.

BOSTON.—The cost of operating schools in New England has dropped 11.6 per cent, or about $7,500,000, in the three years of the depression, according to Payson Smith, Massachusetts commissioner of education, in a statement given out through the New England council. "In one year," Commissioner Smith said, "the cost dropped from $134,000,000 to $127,500,000. Reports now indicate that at the end of the present year further reductions may total $8,000,000 more." Summarizing ways in which school costs have been reduced, he pointed out that school officials, like industrial executives, have been seeking out sources of waste and checking them.

Oldest Free School In United States

BOSTON. — Boston Latin School, oldest free public school in the country, is in its 298th year. Among its illustrious pupils were Cotton Mather, Benjamin Franklin, John Hancock, Samuel Adams, Charles Sumner, Ralph Waldo Emerson, Edward Everett Hale and Charles W. Eliot.

MORE LIBERAL TRAINING FOR BUSINESS TEACHERS

AUGUSTA, Me.—A new project is being carried on by institutions now occupied in training teachers for secondary school commercial courses, according to Harrison C. Lyseth, director of secondary education, Maine department of education.

Under the old plan it was found that, while the teachers were receiving training in the commercial subjects, they were not receiving the broad training expected of secondary school teachers. Three years ago the new plan was put into operation. This scheme is based on inspection and accreditation by the State Department of Education. The new course not only contained commercial subjects, but also some liberalizing and so-called cultural subjects, together with training in educational theories.

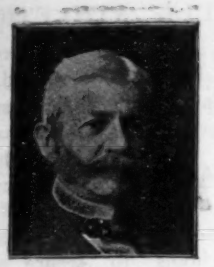
"Time enough has elapsed," Mr. Lyseth said, "so that the results of the new course can be measured. It can safely be said that the product of these courses is better trained to fit into commercial teaching positions than many teachers were under the old plan. Seven schools in the state are now accredited."

Italy Puts Schools Under National Control

ROME.—All public schools in Italy are to be put under the authority of the National Department of Education, by an ordinance drawn by a special government commission. Hitherto the schools have been under the direction of the counties. The reform would be analogous to the United States creating a department of education at Washington, and taking over all schools now operated by municipalities, counties and states. The Department of Education here is preparing to standardize all school work. The central government will finance the schools by imposing a pro rata contribution from the various communes.

Nursery School's Value To Children Measured

ATHENS, Ga.—That the nursery school can bring about an increase in the rate of intellectual development of the pre-school child is the finding of the Department of Child Development of the University of Georgia, which has investigated the question with children ranging from two to five years of age. "The children attending the nursery school, both last year and this year, who were given the Minnesota intelligence test for pre-school children and the Merrill-Palmer performance test both years, showed a gain in average intelligence quotient of six points, from 117 to 123," according to Miss Frances Forbes, director.



Established 1869

This is Book Repairing Season

One Half Hour, Once a Week

devoted to repairing inside damages to textbooks will save many books from being discarded.

Holden Self Binders **Holden "T" Binders**

Holden Gummed Cloth Tape

Holden Transparent Paper and Cloth

"A Stitch in Time Saves Nine"

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **SPRINGFIELD, MASSACHUSETTS**

HERE IS ONE SCHOOL WITH MANY GADGETS

WASHINGTON. — How extensive the facilities of a modern school have become is noted in the chapter on "Education" of the Report of the President's Research Committee on Social Trends, recently issued. The following is given as the list of the rooms in a recently-erected junior high school:—

Thirty regular classrooms; an auditorium seating 728 persons and equipped with motion picture booth, stage, proscenium, etc.; one boys' gymnasium (60 by 90), equipped with lockers, showers, director's office, etc.; two girls' gymnasiums (60 by 54, and 60 by 44), equipped with lockers, showers, restrooms, and director's office; a corrective gymnasium; a swimming pool; a cafeteria seating 650 children at one time; an administration suite for the principal and deans; a library with an outside entrance, so that it may be available for adult community use; a doctor's, dentist's, and nurse's suite; a civics room; four science rooms, four art rooms, two mechanical drawing rooms, two commercial rooms, one typewriting room, one band and orchestra room, two chorus rooms, two sewing rooms, two cooking rooms, one wood shop, one printing shop, one general metal shop, one home mechanics room, one electric shop, special rooms for the janitorial and engineering force, special restrooms and workrooms for teachers.

Morristown Cuts Deep Anticipating a Surplus

MORRISTOWN, N. J. — The Morristown Board of Education has announced a total budget for 1933 of $417,134, compared with $491,268 last year. The sum to be raised by taxation in the new budget amounts to $244,452, against $352,268 in 1932, a reduction of $107,816, or thirty per cent. Of this figure $49,000 represents an anticipated surplus which will accrue at the end of the fiscal year because of economies effected since last summer. The board stated that it was a "probability and almost a certainty that a year from now the 1934-1935 budget will show an increase because of the anticipated surplus of $49,000 in the present budget, which cannot be duplicated next year."

Sales Tax Proposed For South Carolina Schools

COLUMBIA, S. C.—A bill creating a general tax has been introduced in the South Carolina House of Representatives by Representative Crum. The bill, based on two per cent., with an exemption of $1,200 is almost identical with the Mississippi sales tax law. Under the terms of the bill the funds would go to the support of schools, and there is a proviso that the 6-0-1 school law, under which a seven-months' term is guaranteed to all common schools in the state through a co-operative state, county and school district financing, would be repealed, and instead of all school levies there would be a state aid fund of $5,000,000 to be distributed to the counties, and in turn distributed to the school districts as the state's share in school expenses. This $5,000,000 would be raised by $2,500,000 from the sales tax, $1,500,000 from the present income tax, and $1,000,000 direct appropriation.

Duke President Proposes Kinetographic Pedagogues

DURHAM, N. C.—Kinetographic pedagogues to relieve what ails both education and the unemployed during depression are proposed by Dr. Ernest Seeman of Duke University, in a report to the educational committee of the Southeastern Council, an association of educators. Kinetographic pedagogues are talkies of an unusual kind. They would be designed, under Dr. Seeman's idea, to reduce teaching costs to fit falling taxes, and at the same time to give virtually free to unemployed an opportunity to satisfy "a boundless thirst" for technical and cultural knowledge. These talkies would be made by the master minds only among educators, scientists, economists and famous leaders of men. They would combine the dynamic "close-up" of the movie with instruction suited both for teaching in schools and for giving the unemployed first-hand lessons in technology, trades, commerce, history, hobbies—a practical and useful way of spending enforced leisure time.

FREE BAUER BOOKLETS

Travel, Tours & Cruises

- ☐ BERMUDA—"Isles of Rest" $50 and up
- ☐ EUROPE — Summer Tours $232.50 and up
- ☐ WASHINGTON — Spring Tours $35.00
- ☐ HAVANA — All Expense Tours $65 and up
- ☐ JAMAICA — 21 day cruises. $180 and up
- ☐ NASSAU — 13 days, with hotel, $125 up

Send for booklet desired to

BAUER AND ASSOCIATES

Dept. 5

182 Tremont St., Boston, Mass.

Tel. Hub. 2487

ONE-ROOM SCHOOLS

Many Still Being Used in New England States

BOSTON.—Of 9,656 school buildings in New England during 1929-1930, 4,460, or 46.19 per cent., were one-room schoolhouses, according to figures recently compiled.

Maine, with 2,580 school buildings, had 1,781 one-room schoolhouses; New Hampshire, with 990 buildings, had 559; Vermont, with 1,373 buildings, 1,075; Massachusetts, with 2,847 building, 498; Rhode Island, with 476, had eighty-four, and Connecticut, with 1,390, 463.

Massachusetts had the lowest percentage of one-room buildings, with 17.49 per cent., and Vermont, the largest with 78.30 per cent. Although the one-room schools throughout the nation are gradually decreasing, approximately sixty per cent. of all public school buildings now used are still of the one-room type.

Of 247,289 school buildings in the country 148,712 during 1929-1930 were one-room schoolhouses, or 60.14 per cent.

The records indicate that while the total number of public school buildings increased steadily from 1870 to 1915 there has been a decrease since 1915, with about the same number of school buildings in use in 1930 as there were in 1900. Though about 30,000 new buildings came into use between 1900 and 1915 an equal number was discontinued from 1915 to 1930, consolidation of schools and transportation of pupils being causes of the school decrease.

School attendance in public elementary and high schools has shown an increase of 10,000,000 since 1900.

Kansas Students "Splurge" 15 Cents a Day on Food

LAWRENCE, Kan. — If all goes well, Orry C. Walz will get his Doctor of Philosophy degree at the University of Kansas next spring after a frugal college existence, which included living for one college year in a motor car. This year he and his roommate sleep and study in a church Sunday School room, the only inconvenience coming on Sunday, when they must vacate in favor of a Sunday School class. Walz could pass on to housewives a few tips on economical meals. "The first two weeks of this semester the meals for the two of us came to $1.66 a week for twenty meals apiece, or forty for both," he said, adding that they now "splurged" a little and spent fifteen to eighteen cents a day each for their food. There is lots of oatmeal for breakfast. Then for other meals, soup, left-over bread bought from bakeries for a penny a loaf, and large potatoes obtained through no middleman.

Student Would Sell Self To Pay Way Through College

TEXARKANA, Tex.—A junior college student here, who believes that he cannot work his way through college and still get full value out of his studies, has placed himself on the auction block, offering five years of his services in after-college life for the $3,000 he needs to pay his expenses through the University of Texas. He makes the offer through the quasi-anonymity of the initials, M. J. B. He is twenty-one years old, an honor student at Texarkana Junior College, member of the student council, and a football player — all that despite the fact he is making his own living. He has legal ambitions, and the idea to sell himself has been carefully thought out, he said. He will be graduated in June from the junior college.

Alumni Interested In Intellectual Aims

MIDDLETOWN, Conn.—The proud old grad boastful of his alma mater's football record was described by President James L. McConaughy, of Wesleyan, as being displaced by the alumnus interested in his university's intellectual aims. Dr. McConaughy recently returned from a tour of alumni clubs in Syracuse, Buffalo, Detroit, Chicago, Cleveland and Pittsburgh. Only one man, he said, asked about the athletic situation, but widespread interest was shown in changed curriculum and teaching methods. "This shift of interest from the athletic field to the classroom has been seen for several years," he said, "but the trend has been marked of late, possibly because general economic stress has rapidly revised opinions of modern college education."

Professor Taught Boys to Make Bombs

SEVILLE, Spain.—A man known as Professor Manuel Rodriguez was arrested after policemen said that they had found him conducting a school in which he was teaching seven boys about fifteen years old how to make bombs and other explosives. The school was located in Villanueva de las Minas, near Seville. The police said that Rodriguez also taught the boys the history and procedure of revolutions, and added that they had confiscated a laboratory equipped to make explosives, and had found some inflammatory literature. The boys were sent to a reformatory.

HYATT POINTS DANGER OF 'BOOTLEG' ATHLETICS

CHESTER, Pa. — Bootleg athletics, Colonel Frank K. Hyatt, commandant of Pennsylvania Military College, said recently, will creep into college sports if abolition of all athletic scholarships is secured. This was contained in a statement protesting efforts of the Middle States Association of Colleges and Secondary Schools to secure the abolition of such scholarships by September 1.

The association has warned that members failing to eliminate the practice of assisting athletes financially will be dropped. "I fear the results which will take place," Colonel Hyatt declared, "if colleges arbitrarily bar boys who have opportunity to secure an education through athletic ability. There is no question in my mind that such action will quickly develop 'bootleg athletics.'"

Colonel Hyatt said he is convinced the responsibility for any unfavorable situation that may exist regarding such scholarships rests with the colleges.

"Had some of the colleges kept high academic requirements," he asserted, "sports never would have got out of their place."

Policeman, High School Graduate, Gives Oration

CLEVELAND, O. — Patrolman Michael Powers, twenty-seven, one of the eighty-five recent graduates at West High School here, had his idea of fitness when he came to deliver the graduating class oration. His subject was "Rackets." Patrolman Powers has been a student by day and police-

EUROPE at about $8 a day via TRAVAMEX

Travel independently a new, economical way called "TRAVAMEX." Sail when and on what ship you prefer—your tour begins when you reach Europe. Choose from 11 alluring itineraries, with comprehensive sightseeing and pleasant accommodations, ranging from:

15 days $133. to 35 days $300.

(Time and cost exclusive of ocean voyage)

You will be welcomed everywhere—all your arrangements made in advance—the services of the American Express Company will make your trip carefree, memorable—*the experience of a lifetime!*

Write for Booklet

AMERICAN EXPRESS
Travel Service
Hotel Statler Building
Park Square, Boston, Mass.

man by night for the past two years. Not only did he deliver the class oration but he also was chief executive officer of the class. He plans to go on and get more education now. Powers quit school when he was sixteen years old to help his other brothers and sisters through school. One of them became a Rhodes scholar.

Girl's Tuition Paid By Coal Cartage

CARTHAGE, Ill.—A girl student at Carthage College is paying her tuition by means of a team of horses and a coal wagon, it was disclosed in a report of the institution's board of directors. The father of the girl, whose name was withheld, has contracted to haul coal to the financially embarrassed institution in return for his daughter's education. The report also revealed that a $1,000,000 endowment, invested mostly in Illinois and Iowa farm mortgages, has become a liability. With many of the farms unable to meet payments, the college has acquired ownership of several pieces of property which are losing money.

EVERY TEACHER AND SUPERINTENDENT NEEDS IT

Booklet "HOW TO APPLY AND SECURE PROMOTION, etc., etc." including 15 points on which the success or failure of a teacher depends. Prepaid 50c in stamps.

Rocky Mountain Teachers Agency

410 U. S. Nat. Bank Bldg., Denver, Colo.

THE PERPLEXED LIBRARIAN

who finds her book-fund reduced may stretch the buying power of her

BOOK MONEY

HOW? Write to the EDUCATIONAL BOOKHOUSE for Bargain List No. 10J and full information regarding our complete Library Service. Visiting librarians are invited to call and make themselves known. Over a million books in stock at reduced prices.

BARNES & NOBLE, Inc. 105 Fifth Avenue New York City

EMERSON College of Oratory

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

The Middle West says

"Dear Mr. Cobb,

I am enclosing an order for 36 ANDRE. Your books have met with the most general favor of any group that it has been my privilege to use. I think it is a fine tribute to your efforts, and I want to congratulate you for your work in giving to the youth of America worth while reading."

(signed) C. A. HUDSON, Supt. of Schools, Fremont, Ohio.

THE ARLO PUBLISHING COMPANY

Newton Upper Falls, Mass.

Grins Between Grinds

Enough of Them

A negro woman of mammoth proportions and inky complexion was in an automobile accident. She was taken to the hospital, where she soon regained consciousness. The doctor, seeking to comfort her a bit, said: "You undoubtedly will be able to obtain a considerable amount of damages, Mrs. Johnson." "Damages!" said Mrs. Johnson. "What Ah want wif damages? Ah got enough damages now. What Ah wants is repairs."

• •

Knew Her Animals

The line at the ticket window was very long and very mixed. A stout, coarse man amused himself during the long wait by whispering sweet nothings to a very pretty girl who stood next to him.

Her chin tilted a little higher each time he spoke, and then, exasperated, she turned on him: "I wish you would leave me alone!" she said angrily.

"All right, all right, my dear!" said the plump one. "But don't eat me."

The girl looked him up and down scornfully. "You're in no danger of that," she replied. "I'm a Jewess!"

• •

Barber-ism

Customer—"Your dog seems very fond of watching you cut hair."

Barber—"It ain't that; sometimes I snip off a bit of the customer's ear."

• •

Private

A small boy, who was sitting close to a rather fussy woman in a crowded car, kept snuffling in a most annoying way.

Finally exasperated, she asked: "Boy, have you a handkerchief?"

The small boy looked at her for a few seconds, and then in a dignified manner replied: "Yes, ma'am, I have, but I don't lend it to strangers."

• •

Equestrian

A Scotsman upon entering a saddler's asked for a single spur.

"What use is one spur?" asked the man.

"Well," replied Sandy, "If I can get one side of the horse to go, the other will hae to come wi' it."

• •

Teacher—"Bennie, can you tell me what an island is?"

Bennie—"Yes, ma'am. It is a place you can't leave without a boat."